SADDLE RIVER BOARD OF EDUCATION

A FEASIBILITY STUDY OF THE MIDDLE SCHOOL AND THE FUTURE RAMIFICATIONS FOR THE COMMUNITY OF SADDLE RIVER

SEPTEMBER 2001

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Purpose of the study

Since the 1998-99 school year and the events preceding that date, much speculation has been made regarding the placement of Saddle River's middle school students. There are several points of view regarding this matter (not necessarily supported by fact or action):

- The agreement between the Saddle River Board of Education and the Ramsey School District became a fait accompli when the "old" Wandell building was demolished in one day.
- Presently, students attending the Middle School in Ramsey are not being adequately prepared for entrance into Northern Highlands especially in the area of Mathematics.
- The costs of transportation and tuition are excessive and can be minimized by returning the middle students to Saddle River.
- Local control of the educational program can better prepare students for entry into high school by coordinating the curriculum K-8 at Wandell.

The above comments are certainly not meant to be exhaustive and obviously can be stated differently (and are so) depending on the point of view of the observer. However one can come to the certain conclusion that this matter is indeed controversial and continues to serve as a divisive element in the community at large. Essentially the Board of Education has committed itself to attempting to resolve all of the issues surrounding the educational program for Wandell and other Saddle River students in grades K-12. Further the Board has undertaken this study of the present 6-8 program as an objective attempt to assure the community that all parameters and options are carefully weighed. The Board will then make recommendations that will provide the district's middle school students with an educational program that is designed to meet their unique needs, is fiscally responsible, insures continuity and community support.

Statutory Considerations

The development of the present sending/receiving relationship with the Ramsey School District for the education of Saddle River Middle School students was voluntary. There

are no specific provisions or requirements for such an agreement and it does not require approval of the Commissioner of Education or the State Board of Education. Each district must adopt a resolution at a public meeting to extend the sending/receiving relationship to include any additional grades. Prior to the middle school agreement, Saddle River and Ramsey had a long-standing agreement regarding students in grades 9-12.

Termination of such relationships, however, is not easy and does require the approval of the Commissioner (N.J.S.A. 18A: 38-21,22). The receiving district (in this instance Ramsey) can apply for termination only on the grounds that it is unable to provide facilities for the other district. (In the present contract between the Boards of Education, there appears to be no penalty to Ramsey should this be accomplished). The sending district (Saddle River) may apply to withdraw (to educate its own students or send to another district) on either of two grounds:

- That the receiving district is not providing school facilities and an educational program suitable to the needs of the sending district;
- That the receiving district will not be seriously affected educationally or financially by their withdrawal.

(Please note that the present contract between the Boards does provide a penalty for withdrawal payable to Ramsey in the amount of $139,111.22 which is discharged in June 30, 2007).

The Commissioner's decision is subject to appeal to the State Board of Education. Clearly the dissolution of any sending/receiving relationship or any portion of such a relationship is a more formal process. In the current climate of limited budget increases releases are difficult, however, increasing enrollments may facilitate that process. Obviously all options and their impacts must be investigated before proceeding. Historically speaking, once relationships are established, they take on a great permanence.

The Middle School Student and Program

All across the nation school districts opted for middle schools to bridge the gap between the elementary school and the high school. Those schools were founded on the premise that students moving from childhood to adolescence achieve a better transition if they are

involved in schools and programs that recognize the uniqueness of middle level children. It is a widely accepted fact that middle school students are unique in physical, social, emotional and mental development. Anyone who has studied the developing adolescent very quickly realizes the extraordinary needs and conflicts in this particular group of youngsters. Junior High programs (usually configured 7-8 or 7-8-9) were initially developed to address these developmental concerns. Their failure will be discussed as well as other configurations (K-8; 5-8; and/or 6-8) which are usually operational under a more departmentalized program rather than the self-contained classroom. The following pages provide a comprehensive sequence of events that led to the establishment of an appropriate educational experience for middle level students.

Each age level has particular characteristics, which seem to warrant a label of unique, but no other age level has so clear and legitimate a claim to the designation of unique, as does this period of transition between childhood and adolescence, roughly ages ten to fourteen. During this phase of life, dramatic and far-reaching changes occur in every aspect of the child's being. While the physical changes are most obvious, they are accompanied by equally influential changes to the social, emotional, and intellectual make-up of individuals. These changes do not happen at the same time, or at the same rate in males and females. For instance, girls mature one and-a-half years earlier than boys but some boys reach pubescence before some girls do. At no other time in life are the differences among individuals so great. This age group and two-year olds are characterized as similar because of the many rapid changes taking place. Individuals of the same age may well vary two feet in height and a hundred pounds in weight with comparable difference in intellectual and social development.

The history of the junior high school and even the early history of the middle school indicate clearly that a title or grade level designation without a focus on the needs of the learners to be served, does not make for an effective school. The middle school movement is directly tied to the rapid development of junior high schools in our country. When graded schools became common in the latter part of the 19th century, the tendency was to make the elementary or grammar school one housing grades one through eight, with the high school usually including grades nine through twelve. As a result of an 1888 address by Charles W. Eliot, the president of Harvard, a movement for public school

reorganization began. National committees were organized and in 1918 the Commission on the Reorganization of Secondary Education presented a recommendation for the creation of separate schools housing grades 7, 8, and 9. The following were contributing factors to the need for reorganization:

- A population explosion which caused an increase in attendance within the secondary schools.
- The passage of child labor laws also a contributing factor to school overcrowding.
- A shift from the secondary school being a college preparatory institution (the European model) to one organized for providing a "basic education" to all American children.
- The problem of school dropouts. (In 1911 less than one-half of the students in public education ever reached the ninth grade.)
- The uniqueness of the age and the need for developmentally appropriate programs.

The junior high school movement spread rapidly following World War I and the 6-3-3 organization was widely adopted. By 1960, four out of five high school students passed through this structure. Junior Highs became deeply ingrained in America's education system. Critics felt that the junior high too readily adopted the college preparatory curriculum thereby becoming a duplicate copy of the senior high school in terms of credit and grading, methods of teaching, time schedules, and student activities. The name "junior" high school was no misnomer for that is just what they became. One factor which constrained the program was the fact that the accumulation of graduation credits remained with the ninth grade thereby inhibiting the implementation of a program better designed to meet the needs of middle level students.

The middle school program gained support because of a belief that students were physically maturing earlier, a concern over early academic specialization and because of dissatisfaction with the traditional junior high school. The changeover to middle schools has been dramatic and can be attributed to in great measure to:

- Eliminating crowded conditions.
- Provision of a program specifically designed for this age group.
- Bridging the elementary and high school experiences.
- Remedying the weak junior high school programs.

In 1975, ASCD published "The Middle School We Need", a reemphasis of the developmental characteristics of young adolescents and the need to respond to those characteristics in appropriate educational ways. Two important publications centered upon the essential elements of a "true " middle school, "This We Believe" (NMSA, 1982) and "Turning Points" (Carnegie Council on Adolescent Development, 1989).

The first of these documents listed the following foundational principles:

1. Educators committed to young adolescents.
2. A shared vision that is idealistic an uplifting.
3. High expectations for all students.
4. An adult advocate for every student.
5. Family and community partnerships.
6. A positive school climate.

Integral to the above are the following six programmatic areas:

1. Curriculum that is challenging, integrative, and exploratory.
2. Varied teaching and learning approaches.
3. Assessment and Evaluation that promote learning.
4. Flexible Organizational Structures.
5. Programs and policies that foster Health, Wellness and Safety.
6. Comprehensive guidance and support services.

The second of these reports further rejected the traditional secondary approach to education middle school students and urged that the following be paramount in middle school development:

1. Small communities for learning within the larger school buildings.
2. A core academic program for all learners.
3. Success experiences for all students.
4. Empowerment for teachers and administrators in making decisions about the experiences of middle grade student.
5. Teachers who are expert at teaching young adolescents.
6. Improved academic performance fostered through health and fitness.
7. Families reengaged in the education of young adolescents.
8. Schools that are reconnected with their communities.

With all of the principles outlined above in mind, the middle school program must be designed to de-emphasize overt competition, interscholastic sports, formal social events and other activities which placed pressure on students too early during their development. Therefore, a middle school philosophy recognizes that students in the preadolescent years are going through a very difficult stage in human development and that the purpose of the

middle school is to develop each student to maximum potential by application of an appropriate school experience. Considering that the most volatile period of human growth occurs during preadolescence, it is imperative that all parties recognize these changes in middle school students:

- Physical development is marked by sudden changes in height, weight and contour.
- Changes occur in interpersonal relationships and emotional patterns.
- Students seek to establish a self-image as an individual, to clarify values and maintain a balance between dependence and independence.
- Search for peer recognition and acceptance.
- Slow down in intellectual growth rate as seen in achievement scores.
- Attitudes toward school and adult authority become strained.

Middle schools therefore centered their efforts on minimizing the obstacles to growth and replaced them with an atmosphere of flexibility and accommodation. Curriculum offerings included basic skills, scheduling time in blocks, team teaching, physical activities, unified arts, guidance and opportunity to explore new areas of knowledge.

"Why a Middle School" one might ask. Essentially the role of the middle school is to assist early adolescents develop physically, intellectually, morally, socially, emotionally, and psychologically. This is a time when both individual differences and common group characteristics are most apparent. More important than WHERE the middle school program is offered is WHAT will be offered and HOW well it will be offered. It is wise to remember that a middle school student can be noisy and shy, eager and recalcitrant, adventuresome and cautious, and from still-child to near-adult. Each of these factors must be considered when one contemplates a middle school experience for students.

The Middle School Curriculum

Middle School Philosophy. The Middle School Philosophy incorporates and subscribes to the development of the following:

- An opportunity to master essential skills of reading, verbal and written communication and computation.
- An environment which insures success in step-by-step development of skills.
- An environment which promotes a positive self-concept, which reinforces every student's successes and improvements, which values every child's individuality, and which helps children understand and cope with their failures.

- An environment, which provides a secure and adequate transition form elementary to high school and recognizes the need for security yet, fosters a developing sense of independence.
- An atmosphere for fostering healthy peer group relationships and provides emotional support for students attempting to forge these relationships.
- An opportunity to understand and accept all ethnic, racial and socio-economic groups and fosters the opportunity for students to develop and practice interpersonal relationships as part of the school experience.
- An atmosphere that provides new and stimulating opportunities keyed to student's interests, allowing them to explore and realize, so that the instructional program can be more relevant as well as maintaining high interest levels.
- An environment, which provides physical activities, appropriate for the rapidly growing student and which encourages involvement rather than competition.

This philosophy of the Middle School therefore has a decided effect on the program, staffing, finances and facilities that must be considered when contemplating the incorporation or return of students to Wandell.

Program. It is obvious from the aforementioned perspective of middle schools and the students it must serve, that a very specialized curriculum is necessary--a challenge to any Board of Education and its professional staff. As previously stated, a program must consider the characteristics of the middle school child--Physical, Social, Emotional and Social-Emotional and Intellectual. Attached as Appendix A is the present curriculum offered to all sixth through eighth grade students attending Smith School in Ramsey. Some of these course offerings are leveled in that they range from honors (level 1), on level (level 2), and modified (level 3). These offerings are varied and challenging as well as providing consistency in program from grade to grade. It is apparent that the Smith School curriculum has been developed to meet the needs and characteristics of the middle school student. A return to Wandell for middle school students must certainly necessitate a comparable or even enriched program than that being presently offered. Also included, as Appendix B is the Middle School curriculum offerings from another New Jersey school district. While not as comprehensive as Smith School's it does offer an exceptional middle school experience for students.

Staffing. An essential part of the Middle School curriculum is the professional and support staff that will meet the needs of adolescent students. The present K-5

configuration at Wandell adequately meets the needs of the present enrollment. Staffing in self-contained classrooms (K-5), part-time areas (Music, Art, Media, World Languages) and full-time (Physical Education, Computer Science) provides all students with an appropriate educational program. Ancillary services (CST, Speech, Nurse) could be supplemented by the addition of a guidance counselor for the present student enrollment. Support services (Business Office, Secretarial, Custodial, Maintenance) appear to satisfy the immediate administrative and professional staff requirements although the Business Office should be staffed with a certified professional. Moving forward to the incorporation of Middle School students (Grades 6-8) at Wandell will necessitate a substantial increase in professional, ancillary and support personnel. In order to embrace the Middle School Philosophy, as outlined (Pages 6 and 7), a new staffing structure and organization pattern. Some existing part-time positions must become full-time (Art, Music, etc.); the Media and Computer Science must be adjusted to accommodate the special needs of middle school students. These are presently geared to elementary students. Classroom instructors must be multi-disciplined (i.e. Math and Science certified) so as to insure fiscal as well as educational soundness. The exact number of staff needed depends on several factors:

- Departmentalization of program and scheduling
- Variety and content of course offerings
- Professional staff availability
- Finances

Certainly the above are not exhaustive and the administration and Board must be the final decision-makers in this area. There may also be a need for additional part-time professionals (World Language, Computer Science. Etc.) if continuity is to be maintained K-8. Certain staff, dependent upon population shifts, might remain consistent with their present program (Physical Education, Administration). However, the state requirement for all subject areas under the Core Curriculum Standards may necessitate or mandate a staff increase (this would be especially true in order to adhere to the present statutory requirement for Physical Education.

Administratively, the district is well served and a revised delineation of responsibilities (i.e. involvement in the Regional Curriculum coordination) would further enhance the fiscal and professional concerns in this area especially in regard to program continuity.

Ancillary services (LDT-C, Speech, Psychological) must reflect the statutory requirements. Therefore, professional services, either out-sourced or within house, must be increased to fulfill the district's responsibilities to special needs students and others that may require special services. Facility development may negate present outside placements by permitting an increase in inclusion opportunities for special needs students.

Support staff must be assessed according to the district's commitment to maintain facilities at a high level. On-going attention to repairs, major and minor renovations, and basic cleanliness are major focal points to consider. Obviously any major building expansion or development will impact on this area. The present secretarial staff would appear adequate for the needs of K-8 students. As previously mentioned, the operations of the Business Office is another matter. A full-time School Business Official with adequate support staff will be essential to the overall efficiency of a K-8 program. Such areas as transportation, custodial, maintenance and facilities are better placed in the operation of the Business Office. Staffing for food services will require immediate attention and concern as space and population (K-5) are basically overextended. While "creative scheduling" might initially resolve this area of concern, a "quick fix" solution would be shortsighted and lead to a greater problem than what presently exists. Some consideration of what the district perceives as an appropriate Food Service program must be made as well.

Provisions for exceptional students (G&T, Enrichment) will also require a decidedly distinct focus that what presently exists. Compliance with existing and changing statutes in this area will require extensive training and staff development and inclusion. Obviously staffing and program are intertwined in this process.

The above is probably not or is it meant to be an exhaustive review of the many staffing and program needs. These may become clearer and more evident as the district pursues a course toward a middle school program if that is the direction it takes. However, the aforementioned areas, program and staffing, will begin to highlight the major areas that may need to initially be addressed. The financial costs of professional, support and ancillary staff are extremely difficult to address. Based on experience, certification, program and sundry other concerns these may be substantial in nature.

There will be no justification, professional, financial or educational, to enter the development of a Middle School program in a half-hearted manner. The physical, social, emotional and educational needs of students cannot be partially addressed with the hope that they will be focused on more definitively at a later date. While the district may make a "one grade level at a time" entry into bringing the middle school students to Wandell, the commitment must be to the totality of a viable middle school experience and program. Shortcutting that commitment will be a disservice to the community, parents, educators, children and the Board itself.

Facilities and Finances

Demographic Information. The most recent demographic study conducted by Whitehall Associates and included in the district's Long Range Facility Management Plan, indicated a continued slight increase in student population projected to 2004-05 of approximately thirty-eight (38) students spread over grades K-5. Since Grade 5 students would constitute the future (2002-2005) middle school students, it is noteworthy that the projection of enrollment actually decreases from forty (40) in (1999-2000) to twenty-four (24) in (2004-2005). In the three years (2002-2005) the number of middle school students (6,7and 8) would total eighty-nine (89) as compared to the present (2001-2002) enrollment of one hundred six (106). Given the uncertain nature of projections much of this information cannot be considered actual in nature but does serve as a point to be considered especially if and when facility construction becomes a reality. Many factors could further contribute to the uncertainty of these projections. One present factor is the uncertain nature of the Triangle Development. (Appendix C). It appears from the most recent information that the number of students of middle school age may be no greater than five (5) for some time to come. Again, this situation is subject to change. Lastly, it appears that the aforementioned projections (five-year plan) are falling short of the stated number (as of September 12, 2001, the student population at Wandell totaled 158 as opposed to the projected 182)

Present Financial Costs. A review of the previous years cost (2000-2001) and the projected costs (2001-2002) for transportation and tuition indicate the following expenditures as related to middle school students at Smith School:

> **Transportation.** Transportation contracts reflect no increase from school year 2000-01 to 2001-02 (Board minutes, July 19, 2001). These costs total $104,395 (this is the total cost of transportation) with approximately $50,000 attributed to Smith School. Since the routes are co-mingled, it is difficult to ascertain the exact amount.

> **Tuition.** Tuition costs paid to Ramsey for Smith School students in the school year 2000-01 totaled $651,747 for ninety (90) regular students and an additional payment for seven (7) students requiring Resource Room services of $62,343 for a total of $714,090. The tuition payments proposed in the 2001-02 budget (which may be increased/decreased based upon student enrollment) is $808,227 for one hundred seven (107) regular students and for twelve (12) students requiring Resource Room services an additional payment of $110,485 for a total of $918,712 (an increase of 29%).

Facilities. The present facilities at Wandell are fully utilized with some concern as to the appropriateness of the Music and Art instructional areas as well as the Cafeteria service area. Office space (i.e. CST Directors office, World Language area) is certainly inadequate. Additionally, some secretarial areas are inconveniently placed and are inefficient in nature (i.e. Superintendent's Secretary). Essentially there is no room for growth and certainly none available for the incorporation of a Middle School program regardless of the number of students to be served (see Demographics). The District Model programs as attached in Appendices D (Elementary/Middle) and E (Middle) support this fact. These templates indicate the classroom space necessary for students utilizing either model. For example in Appendix E (Middle), the number of students per room as well as the recommended square footage of the room is listed. The templates also indicate in a covert manner, the type of program to be offered for students (i.e. Vocal Music Room with a square foot capacity of 1200 sq.ft.). These models are also listed in the Five-Year Long-Range Facility Plan. The conclusion that a building program, necessitating a bonding referendum is necessary is rather obvious. Construction monies may be offset by

State funds however the status of that support program is unknown and with the present economic climate, may not be funded in the future. In February of 2000, a report was submitted to the Board indicating a Renovation Initiative for Wandell School. This study indicated that the present facility was in serious need of renovation. While some of the suggested renovations have been accomplished, much more needs to be done. These costs would also be reflected in the referendum especially since there exists a definite need for these improvements. (Appendix F).

Conclusion

This study reviewed its purpose, the background of the Middle School program and the various considerations--finance, staff, demographic and facilities--that are inherent in considering whether the Saddle River school district should attempt to develop its own middle school. This is a venture fraught with uncertainties. Can the district obtain support from the community to underwrite a bond referendum for the needed facilities? Can the district provide a similar to or better than educational program than that which is being provided in Ramsey at the present time? Can the district count on continued community financial support for the on-going costs of a Middle School program? Is the community truly interested in making another educational change after the turmoil that was evident in 1998--can the community weather another storm? Can the movement toward the middle school program be shown to be cost effective? (Long term projections are difficult to explain and to accept). These questions must be studied and answered if the Board is to make the proper decision or at least to put the matter to rest for some period of time.

Obviously the venture into a middle school program is controversial and expensive! The program outline in this study for the middle school necessitates that a great deal of thought and discussion is necessary. The needs of these middle school students are paramount and because they are indeed unique in nature cannot be approached half-heartedly or on the cheap. "The nature of the educational programs young adolescents experience during this formative period of life will in large measure, determine the future for all of us.". (This we Believe, 1982, National Middle School Association).

Suggested Actions

1. The existing contract between the Saddle River Board of Education and the Ramsey Board of Education (paragraph 2, page 2) states that a liaison committee be established between the districts. This committee should be activated and have as its agenda, but not limited to, such areas as curriculum coordination K-8, staffing, shared services and high school articulation (Ramsey High School and Northern Highlands).
2. The Board of Education should immediately form a citizens committee that will focus on the Middle School area and the needed improvements at Wandell. This committee should make recommendations to the Board regarding the feasibility of bringing the middle school students to Wandell, a timeline for same, bond referendum(s) and architectural input as to costs, etc. It is imperative that the Superintendent chair such a committee and that professional staff be included in its membership. The community has a great many resources which includes architectural personnel, legal and economic experts. These should also be part of a citizens committee. The Board should clearly delineate the charge for this committee as well as any sub-committees and carefully monitor the committee's progress and recommendations.
3. If the district has not already done so, it is important that the administration become an integral part of the Curriculum Committee presently active in the adjacent school districts. Such involvement may immediately address the concerns regarding student preparation for high school. It is unreasonable to expect that Ramsey will alter its own K-12 curriculum to prepare students for another high school program without proper communication and involvement in the Regional Curriculum Council.

For Illustration Purposes Only

Utilizing the Template for a Middle School (Appendix D) the physical costs of building a middle school addition to Wandell could be plotted out as follows using $130 a square foot as a guide:

• Six class rooms (2 per grade level)	4800 sq.ft.	$624,000
• Science lab	1200 sq.ft.	156,000
• Media Center	6250 sq.ft.	812,000
• Vocal Music Room	1200 sq.ft.	156,000
• Technology Lab	1200 sq.ft.	156,000
• Cafetorium	5600 sq.ft.	728,000

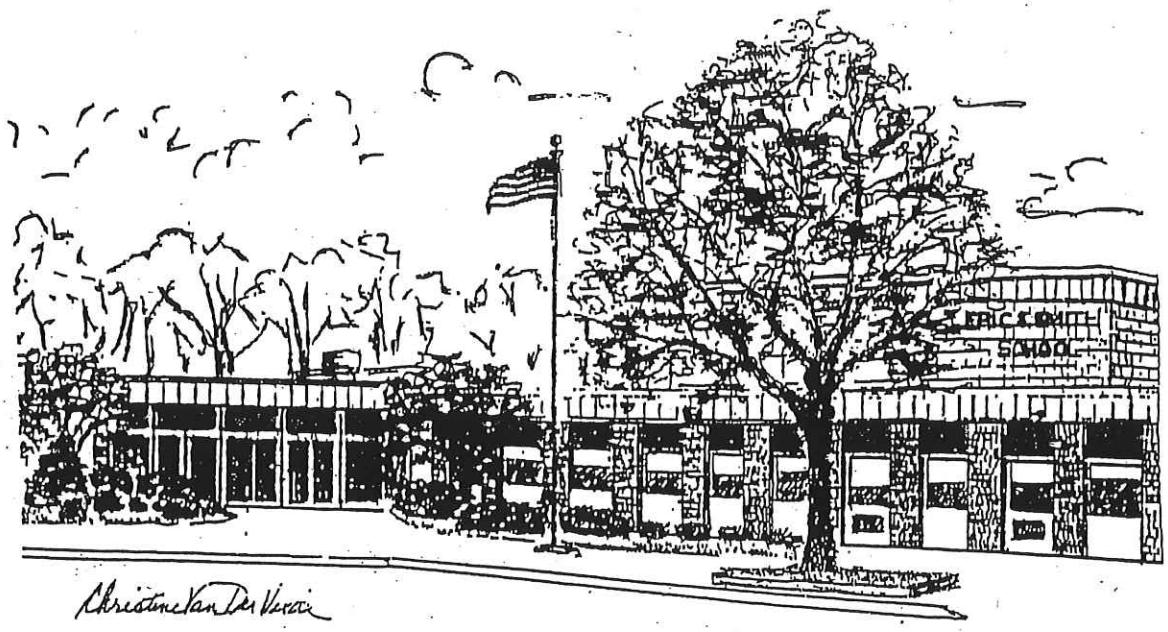
As the above basic chart illustrates, the cost of a middle school building with just the basic components (yet to be included would be renovations, heating, furniture and any other physical space deemed appropriate by the Board and Administration) is $2,632,000. This figure would not include professional, support and ancillary staff. However, the present expenditure for transportation, tuition and other soft costs (administrative time, etc.) exceeds $1,000,000. One could then argue that over a brief period of time the one-time cost of a building could be recovered by the saving for the aforementioned annual costs. One could also argue that other non-illustrated costs could very well exceed any anticipated savings. These are the types of decisions that the Board, Administration and

the general community will have to make in light of the student population which may or may not warrant such expenditures, and in light of the general feeling of the community that it would or would not prefer to have its K-8 students house in its local area.

APPENDIX A

Eric S. Smith Middle School

Ramsey, New Jersey



"A Tradition of Excellence"

Eric S. Smith Middle School

Dr. Richard N. Wiener, Principal

Mr. Richard S. Lio, Assistant Principal

Eric S. Smith Middle School is committed to academic excellence and the healthy development of young adolescents. In 1996, Smith School was selected as a "Star School" by the New Jersey Department of Education and designated as one of New Jersey's top ten schools. In 1997, Smith School received the prestigious "Best Practices" award and finished in first place in the National WordMasters Competition. In 1997-98, and again in 1999-2000, Smith School was the national champion in the National Current Events League Competition. Also in 2000, Smith students finished first place in the Bergen County Knowledge Bowl. In 1999-2000, Smith students performed well on the New Jersey eighth grade proficiency exam; scores were among the best in the State. Outcomes in language arts, mathematics, and science far exceeded those of the state average and compared most favorably with those in our district factor group (the state's method of comparing similar school districts).

Smith School is designed specifically to meet the unique developmental needs of young adolescents. Organized by "teams," the middle school provides a strong support system that fosters academic, social and personal growth at a time when students are developing more rapidly than any other time in their lives. Team teachers meet daily to evaluate the needs of their students and to plan and coordinate their program. Special education personnel and guidance work closely with the teams to address the unique needs of all students. As a result of the "team approach," students receive the guidance and attention they need to make a smooth transition from childhood to adolescence and from elementary to secondary education.

Over the past few years, Smith School has implemented several innovative academic practices that have enhanced the effectiveness of the middle school program. Each team has developed at least one comprehensive interdisciplinary unit that emphasizes the interrelationship of knowledge across subjects. In addition, the social studies and English departments have designed a number of integrated units. "Block Instruction" is another new approach that has enhanced

GRADE SIX

English (Levels I, II, III)

Sentence Structure
Parts of Speech
Punctuation and Capitalization
Spelling and Vocabulary
Writing Process
Paragraph Development
Personal Narrative Essay
Descriptive Writing
Informative Writing
Poetry
Research Paper
Portfolio
Interdisciplinary Units:
"Cultural Encounters"
"Conflict"

Mathematics

Level 1

Graphing
Decimals
Positive and Negative Integers
Fractions and Number Theory
Fractions
Percent
Higher level thinking problems, weekly in journals
Stock Market
Interdisciplinary Unit:
"American Revolution Conflict"

Level 2

Decimals
Fractions and Number Theory
Fractions
Percent
Higher level thinking problems, weekly in journals
Stock Market
Interdisciplinary Unit:
"American Revolution Conflict"

Skill Development
- Vocabulary
- Writing Responses
- Making Connections

Interdisciplinary Units
- Cultural Encounters – Echohawk
  - English
  - Social Studies
  - Reading
- Conflict – My Brother Sam Is Dead
  - English
  - Social Studies
  - Reading
  - Science
  - Math

Perimeter, Area, Volume
Right Triangles
Probability

Level 2

Statistics
Operations
Tens
Decimal-Fraction Connections
Fraction Operations
Problem Solving
Geometry Concepts
Ratios, Proportions, Scale
Percents
Probability
Perimeter, Area, Volume

Level 3

Level 2 Modified

Life Science

Scientific Method
From Bacteria to Plants
Cells and Heredity
Environmental Science
Earth's Waters
Interdisciplinary Unit:
"Endangered Species"

Social Studies

Immigration
The Old South
The Civil War (Interdisciplinary Unit)
Reconstruction
"The Gilded Age"
Branches and Powers of Government
The Electoral Process
Current Events
The Civil Rights Movement
Interdisciplinary Units:
"Immigration"
"Civil War"
"Self-Interest vs. Public Good"

- Operations with Monomials
- Operations with Polynomials
- Solving Quadratic Equations
- Algebraic Fractions
- Negative Exponents
- Functions
- Solving Systems of Linear Equations in 2 and 3 Variables
- Solving Inequalities and Combined Inequalities
- Simplifying Radicals and Operations with Radicals
- Solving Radical Equations

Algebra 1

- Operations with Signed Numbers
- Order of Operations
- Properties of Real Numbers
- Solving Equations
- Solving Word Problems
- Exponents
- Operations with Polynomials
- Factoring Polynomials
- Solving Quadratic Equations using Factoring
- Algebraic Fractions
- Solving Systems of Linear Equations
- Solving Inequalities
- Square Roots
- Radical Equations

Math Level 2

- Exponents
- Order of Operations
- Positive and Negative Numbers
- Fractions
- Proportions and Percents
- Geometry
- Solving Equations with Algebra
- Solving Algebraic Word Problems
- Coordinating Graphing, Plotting Points
- Pythagorean Theorem
- Square Roots
- Probability
- Statistics

Environmental Risks

World Cultures

Global Environment
- Five Themes of Geography
- Physical World: Map Projections
- Landforms
- Climate Zones
- Culture and Elements of Culture
- First Civilizations
- Changing World Powers
- Emergence of Europe
- The Industrial Revolution
- Imperialism
- Nationalism
- The Cold War
- World Economic Patterns
- Problems of Development
- Issues of Global Concern

Regional Studies
- Africa
- South Asia: India, Pakistan, Bangladesh
- Southeast Asia, Australia and Oceania
- East Asia: China, Korea and Japan
- The Middle East:
  - Interdisciplinary Units:
    - Southeast Asia - Rice Without Rain.
    - Middle East - Broken Bridge.

English as a Second Language Program

The ESL Program is designed for students who speak a first language other than English. Student need is determined by a state-mandated screening test, the Maculaitis Assessment Program. Students are placed in classes based on level of proficiency in English, and meet daily for one period.

The curriculum encompasses (1) grammar development; students are taught various grammar forms, including expressions and idioms, which they master through exercises and writing. (2) vocabulary building; new vocabulary is introduced contextually in readings and reinforced through exercises and quizzes (3) comprehension skills; students engage in sustained reading of appropriate novels with extensive discussion and comprehension checking. (4) writing; student are involved in writing at various levels, from vocabulary sentences to paragraphs to essays on selected topics.

Students are exited from the program based on attainment of the cutoff score on the MAC test and feedback from mainstream teachers.

Life Skills

Grade Six

- Introduction to sewing skills
- Introduction to the color wheel, stressing the basic principles of color and color/pattern combinations.
- Basic cooking skills

Grade Seven

- Advanced sewing skills
- Problem solving/cooperative learning: "Design Project"

Grade Eight

- Advanced cooking skills
- Problem-solving skills
- Nutrition

Computer

Grade Six

- General Information
  - Vocabulary Reinforcement
  - Program Management
- Word Processing
  - Keyboarding
    - Development of touch typing techniques
    - Practice for speed and accuracy of input
  - Practical Applications
    - School report format
    - Correspondence format
- PowerPoint
  - Production of Slides
    - Use of templates to create slides
    - Addition of enhancements (animation, sound, transitions)
  - Presentations
- Unified Arts Project
  - Record Album Production
    - Liner notes
    - Cultural information

html, and an introduction to FrontPage to produce a personal and a school web site.

Grade Eight

Eighth grade students attend Enrichment Cycle for 7 weeks. During this seven week session, students learn Microsoft FrontPage 2000, how to evaluate professional web sites, and how to organize and design their own personal site.

The first three weeks of class is spent using the Smartboard to teach students the basic skills. Some of these skills include creating hyperlinks, animation, sound, video, and design procedures.

During the fourth week of the Enrichment cycle, students learn what design methods create a well-designed web site. During this time students evaluate and critique professional sites.

The last three weeks of class, students are given a theme, for example, Human Rights. Students submit a proposal for a web site on the theme of human rights. Once a topic has been chosen, students create a flow chart and start designing their own personal web site.

Music

Grade Six

The Sixth Grade Music Cycle is focused on teaching basic music literacy through activities developed for the average middle school student. Sixth Graders develop an appreciation for music through learning to read, write, and perform simple compositions using percussion instruments, their voices, and some computer assisted activities. The Sixth Grade Music Cycle is part of the Cycle Program at Smith School and meets everyday for six weeks at which time the students move on to another subject area.

SMITH SCHOOL INSTRUMENTAL MUSIC

Gold Band

Gold Band is comprised of all 6th graders and possibly some 7th and 8th graders. 7th and 8th graders are assigned to the Gold Band when their skill level is below what is required for participation in the Blue Band. While there is no audition required for Gold Band, students who take an instrument for the first time in 6th grade may have to wait until they have enough knowledge of the instrument and notes before being placed in band.

The Gold Band rehearses two days a week during school and each Gold Band member receives one group lesson per week on a rotating schedule.

The Gold Band performs on at least two school concerts a year and participates in one County or Tri-State band festival.

Blue Band

Blue Band is comprised of 7th and 8th graders following an audition at the beginning of the school year. Those students whose skill level is below what is required for participation in the Blue Band are automatically assigned to the Gold Band.

The Blue Band rehearses three days a week during school and each Blue Band member receives one group lesson per week on a rotating schedule.

The Blue Band performs on approximately three school concerts a year and performs in a Tri-State band festival each year. In addition, the eighth grade members of the Blue Band perform at their graduation ceremony at the end of the year.

For those students who excel and demonstrate a high level of proficiency on their instrument, the opportunity exists for them to audition for the Bergen County Middle School Band and The All North Jersey Junior Region Band and Orchestra. Additional opportunities exist for students to participate in small ensembles.

Jazz Ensemble

The Jazz Ensemble is comprised of 6th, 7th and 8th graders, selected by audition. The group rehearses two times per week either before or after school. They perform a concert of their own in June, along with other additional performances both in and out of school.

GRADE LEVEL CLUB PROGRAM

Each grade level offers an interest-based club program, one day a week during the activity period (2:25 – 3:05). Students select from a variety of offerings, which include activities such as crafts, board games, classic movies, knowledge bowl, signing, fishing techniques, model building, first aid, Civil War, volleyball, softball, and charades.

EXTRACURRICULAR ACTIVITIES

Smith School has an extensive program of extracurricular activities. These activities are not limited to athletics and some of the activities are intramural in nature. In addition to the club program, which occurs once a week during school hours, the following activities are scheduled before or after school.

ENRICHMENT ACTIVITIES

JAZZ BAND

JOY POETS

MATHCOUNTS

SCHOOL NEWSPAPER/MAGAZINE

SCHOOL PLAY/MUSICAL

SKI CLUB

SIXTH GRADE INTRAMURAL KICKBALL

VARIETY SHOW

VOLUNTEER CONNECTION (COMMUNITY SERVICE PROGRAM)

Enrichment Program Overview

The Enrichment program offers a variety of programs during lunch period, the Activity Period (2:25 – 3:05), before and after school. The Enrichment teacher also works with the classroom teacher to provide services for students within the regular curriculum.

Grade Six, Seven, and Eight Enrichment Programs:

School-Wide Enrichment Programs (open to all students):

Math Olympiad:

The Math Olympiad is a national contest. Twenty-five students are eligible to participate. The students solve complex mathematical problems.

Enrichment Magazine:

The Enrichment Magazine is published three to four times a year. Students create puzzles, games, essays, poems, stories and other items that are of interest to middle school students. This program emphasizes establishment of work schedules and accountabilty. Students throughout the school have the opportunity to participate in creating this magazine.

Smith Circular:

The school newspaper provides the opportunity for students to develop a voice, to express themselves and to be heard on the issues which interest them. The school newspaper is open to all students with something to contribute. Students learn how to research, investigate, organize, and edit their newspaper articles. Students also learn newspaper design skills. Social skills are developed through cooperation with other students. There is an emphasis on time management, organization, and responsibility.

Spelling Bee:

The Spelling Bee is a statewide contest. Thirty-five students from each grade are eligible to participate. The students are given complex words to spell correctly. After a school champion is awarded, that student moves on the State competition at Rutgers University.

Geography Bee:

The National Geographic Society developed the National Geography Bee in response to a growing concern about the lack of geographic knowledge among

SEAS: (Smith Environmental Action Students)
Students meet with environmental lawyers to become aware of issues, which effect Ramsey, New Jersey. After researching the issues, students brainstorm and develop a solution to the problem. Students also have the opportunity to meet with environmentalists and local governmental leaders to discuss local issues. SEAS students take an active stance in environmental problems in their community.

Stock Market Game:

The Stock Market Game involves students in a "real life" simulation of investment in our financial system. The Stock Market Game is a motivating approach to learning about the American Economy as well as the world of business finance. During the ten-week game, students work in teams composed of two or more. They invest a hypothetical $100,000 to build a portfolio consisting of common stocks listed on the NYE, AMEX and NASDAQ. The New Jersey Stock Market Game is co-sponsored by the NJ Council on Economics and the Securities Industry Association.

Mock Trial:

This program is based on the New Jersey State Bar Foundation program design. The goals of the program are to increase comprehension of the American system of justice, to demystify the operation of law, court procedures and the legal system; to bring law to life and to learn and understand the meaning of good citizenship in a democracy.

Grade Eight: *Programs for Identified Enrichment Students*

Astronomy Club:

Students work in teams to learn about choosing locations for astronomical observatories by considering cultural/environmental attributes, evaluating economic costs, creating multi-media presentations, and using Internet-research skills. Their goal is to determine the best location for a large, international astronomical observatory for NASA. Students evaluate scientific and cultural data for five potential sites located in Antarctica, Japan, Chile, and the United States and make presentations to a formal review panel. Students also observe special astronomical events at night.

Bergen Brain Busters:

This is a challenging scholastic competition that gives students the opportunity to use their academic ability to answer questions from all areas of the middle school curriculum. Twenty school districts from Bergen County participate in the program. Competitions are held throughout the school year. There is a final

SPECIAL EDUCATION

The special education program at Eric S. Smith School provides a comprehensive curriculum designed to address the social and educational needs of learners with diverse abilities. The program provides innovative learning experiences within a supportive environment where high expectations are held for all students. Intensive and extensive instruction targeting the critical areas of need are provided while simultaneously fostering higher order thinking and informational processing skills through learning experiences which aim to develop relational understanding and connections to real world contexts. The program is committed to providing a collaborative setting in which planning, teaching and evaluation is shared among the teachers involved with the students.

The program offers a variety of effective educational programs to meet the diverse needs of the students and address the students' individualized learning styles. The program consists of the following models: Inclusion, Resource Center Instruction, Replacement Instruction, an intensive LLD (Language and or Learning Disabled) Program as well as a CCM (Collaborative Consultation Model) in which the general education teacher(s) and the specialist work in a coordinated fashion to jointly teach students in an integrated setting. The focus of these programs is to provide a curriculum that offers the same level of engagement, meaning and degree of learning as well as be sensitive and acknowledge the diverse nature of the students as learners in order to enhance performance and maximize their learning potential.

Each of the above models follows the mainstream curriculum and accesses New Jersey Core Curriculum Standards with appropriate modifications . Curricular adaptations and modifications are provided in the areas of instruction, assignments, materials and evaluation methods and are based on the needs and characteristics of the learner as a means of ensuring that the curriculum is accessible to students of varying achievement levels.

In addition, each of the above models provide opportunities for students to engage in enriching activities such as involvement in interdisciplinary units, cooperative learning, simulation activities, the use of media and technology, exposure to guest speakers and field trips as well as evaluation through a variety of assessment techniques. Opportunities for social skill development are infused throughout the curriculum. Instruction

GUIDANCE DEPARTMENT

Number of Guidance Counselors: Three

Comprehensive services for all students and parents including:

COUNSELING

Individual academic and personal counseling
Group counseling: Comprehensive lunch group "lunch bunch" program
"Open-door" policy

CONSULTING (Team Approach)

Weekly discussion of student needs
Parent conferences
Monitoring of academic progress
Monitoring of social dynamics

INFORMATION MANAGEMENT

Maintain a cumulative folder for each student.
Coordinate communication among parents, students, team, support personnel, child study team, school nurse, and administration.

ORIENTATION

Fifth grade students and parents
New and prospective students and parents throughout the year
Sixth Grade parenting seminar

SCHEDULING STUDENTS

TESTING

APPENDIX B

IV RECOMMENDED PROGRAM*

GRADE SIX

1 - MATHEMATICS

1 - READING

1 - LANGUAGE ARTS

1 - SOCIAL STUDIES

1 - SCIENCE

1 - FOREIGN LANGUAGE
EXPOSURE PROGRAM -
FRENCH, SPANISH, GERMAN, LATIN

1 - PHYSICAL EDUCATION/ HEALTH

1 - ART - MUSIC -
HOME ECONOMICS/TECHNOLOGY-
SPEECH ARTS I

*8 PERIOD DAY FOR ALL GRADES

GRADE SEVEN

1 - MATHEMATICS

1 - ENGLISH

1 - SOCIAL STUDIES

1 - SCIENCE

1 - PHYSICAL EDUCATION - HEALTH

1 - FOREIGN LANGUAGE OR
TECHNOLOGY ELECTIVE

1 - ART - MUSIC - COMPUTERS -
HOME ECONOMICS/TECHNOLOGY ED.

1 - READING AND FLEX

*8 PERIOD DAY FOR ALL GRADES

GRADE EIGHT

1 - MATHEMATICS

1 - ENGLISH

1 - SOCIAL STUDIES

1 - SCIENCE

1 - PHYSICAL EDUCATION - HEALTH

1 - ELECTIVE SELECTED FROM
FOREIGN LANGUAGE, JUNIOR ENGINEERING,
COMMUNICATION ARTS, OR HOME ECONOMICS

1 - ART - MUSIC - COMPUTERS -
CONSUMER ECONOMICS EDUCATION

1 - READING AND FLEX

*8 PERIOD DAY FOR ALL GRADES

V COMMENTS ON RECOMMENDED MIDDLE SCHOOL CURRICULUM:

The addition of grade six to the middle school allows the educational program for these students to be expanded to include:

- *Increased time in the subjects of science and social studies*

  Elementary - 300 minutes per week
  Middle school - 420 minutes per week

- *The use of a "science lab" which is not available in the elementary schools.*

- *A foreign language exposure program in French, Spanish, German and Latin.*

- *Guidance Services*

- *Home Economics*

- *Technology Education*

- *Public Speaking and Theater Arts*

- *Student Government*

- *Extra-Curricular activities and clubs*

APPENDIX C

DISTRICT NAME:

DISTRICT NUMBER:

MODEL NAME:

SCHOOL TYPE: **Elementary / Middle**

DISTRICT CAPACITY CALC. METHODOLOGY: Check applicable methodology below *(one box only)*.

☐ **ALL GRADES - Non-departmentalized / Self-contained**
(Only PK, kindergarten, general, and self-contained SE clrms. contribute capacity.)

☐ **E.S. GRADES - Non-departmentalized / Self-contained (FES methodology)**
(Only PK, kindergarten, general, and self-contained SE clrms. contribute capacity.)
M.S. GRADES - House or Dept. / Dedicated Teacher Clrms. (FES methodology)
(General clrms., science rms., and self-contained SE clrms. contribute capacity.)

☐ **E.S. GRADES - Non-departmentalized / Self-contained**
(Only PK, kindergarten, general, and self-contained SE clrms. contribute capacity.)
M.S. GRADES - House or Dept. / Teachers Share Clrms.
(Teachers share clrms. to increase room utilization rate and school capacity; All instructional spaces, except for the cafeteria, auditorium, small group rooms, large groups rooms, and other instructional rooms that are not typically scheduled throughout the day, contribute capacity to the school.)

APPLICABLE SCHOOLS:

Instructions:
Enter data in yellow shaded cells.
Separate district model rooms as "capacity generating" and "non-capacity generating" based on district scheduling practices and coordinating with information entered in Section 2b. School Models on the LRP Project Website.
List district model rooms in same order as F.E.S. rooms in order to facilitate cross-referencing. Skip row of any F.E.S. room that is not included in district model or is in a different capacity category.
Add additional rows for district model spaces at the end of each category *(instructional space, specialized instruction space, etc.)* as needed.
Calculate gross sq. ft./student allowance for proposed school model capacity using " GSF per Student Allowance Calculation" Excel worksheet found on the LRP Project Website.

	F.E.S.	
Room Name	Students/ Rm.	Sq. Ft./ Rm.
CAPACITY GENERATING SPACES: *(Incl. related support spaces)*		
Elem. School Instructional Space:		
Pre-Kindergarten Clrm.	15	900
Pre-Kindergarten Toilet Rm.		50
Kindergarten Clrm.	21	900
Kindergarten Toilet Rm.		50
General Clrm. (Grades 1-3)	21	850
General Clrm. (Grades 4-5)	23	800
Self-Contained Sp. Ed. Clrm.	12	600
Middle School Instructional Space:		
General Clrm. (Grades 6-8)	23	800
Science Lab	23	1,200
Self-Contained Sp. Ed. Clrm.	12	600
NON-CAPACITY GENERATING SPACES (Incl. related support spaces):		
Specialized Instruction Space:		
No F.E.S. room model for combination schools.		

	DISTRICT MODEL E.S. Grades _____ M.S. Grades				
Room Name	No. of Rms.	Students/ Rm.	Total Capacity	SF/ Rm.	Total NSF
CAPACITY GENERATING SPACES PER DISTRICT PRACTICES: *(Incl. related support spaces)*					
Elem. School Instructional / Specialized Instructional Space:					
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
Middle School Instructional / Specialized Instructional Space:					
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
Shared Instructional / Specialized Instructional Space:					
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
NON-CAPACITY GENERATING SPACES (Incl. related support spaces):					
Instructional / Specialized Instructional Space (all grades):					
					0
					0

Room Name	F.E.S. Students/ Rm.	F.E.S. Sq. Ft./ Rm.
Administrative Space:		
No F.E.S. room model for combination schools.		
TOTALS		
Capacity:		
Maximum Capacity	*no model*	
Functional Capacity (90% util. rate)	*no model*	
Square Feet:		
Total Net Sq. Ft.		*no model*
Grossing Factor		1.40
Total Gross Sq. Ft.		*no model*
Gross Sq. Ft./Student Allowance		

Room Name	DISTRICT MODEL E.S. Grades ___ M.S. Grades ___ No. of Rms.	Students/ Rm.	Total Capacity	SF/ Rm.	Total NSF
					0
					0
					0
					0
					0
					0
					0
Administrative Space (all grades):					
					0
					0
					0
					0
					0
					0
					0
					0
					0
TOTALS					
Capacity based on district scheduling and class size practices:					
Elementary School Grades:					
Maximum Capacity			0		
E.S. Functional Capacity (90% util. rate)			0		
Middle School Grades: Dedicated M.S. capacity-generating rms.:					
Maximum Capacity			0		
Utilization Rate *(select from below)* *90% if self-contained or dedicated teacher clrms.* *85% if teachers share clrms.*					
Subtotal M.S. Functional Capacity			0		
Middle School Grades: Shared E.S. / M.S. capacity-generating rms.:					
Maximum Capacity			0		
Utilization Rate *(automated from below)*			#DIV/0!		
Total number of grades in school:					
Number of M.S. grades:					
Subtotal M.S. Functional Capacity			#DIV/0!		
Total Functional Capacity			#DIV/0!		
Capacity based on F.E.S. methodology and class size practices:					
Total No. of Pre-Kind. Clrms.		15	0		
Total No. of Pre-Kind./SE Clrms.		12	0		
Total No. of Kindergarten Clrms.		21	0		
Total No. of Gen. Clrms., Gr. 1-3		21	0		
Total No. of Gen. Clrms., Gr. 4+		23	0		
Total No. of Self-contained SE Rms.		12	0		
Total No. of Science Rms. *(M.S. only)*		23	0		
Functional Capacity			0		
Square Feet:					
Total Net Sq. Ft.					0
Grossing Factor					1.40
Total Gross Sq. Ft.					0
Gross Sq. Ft./Student (based on FES capacity methodology)					#DIV/0!

NOTE:
Facilities Efficiency Standards (F.E.S.) are provided to show capacity calculation methodology. Rooms that fall within the gross square feet / student allowance will vary according to school capacity.

APPENDIX D

DISTRICT NAME:

DISTRICT NUMBER:

MODEL NAME:

SCHOOL TYPE: **Middle**

DISTRICT CAPACITY CALC. METHODOLOGY: Check applicable methodology below *(one box only)*.

☐ **Non-departmentalized / Self-contained**
(Only general and self-contained SE clrms. contribute capacity.)

☐ **Team or Departmentalized / Dedicated Teacher Clrms.** (FES methodology)
(General clrms., science rms., and self-contained SE clrms. contribute capacity.)

☐ **Team or Departmentalized / Teachers Share Clrms.**
(Teachers share clrms. to increase room utilization rate and school capacity; All instructional spaces, except for the cafeteria, auditorium, small group rooms, large groups rooms, and other instructional rooms that are not typically scheduled throughout the day, contribute capacity to the school.)

APPLICABLE SCHOOLS:

Instructions:
Enter data in yellow shaded cells.
Separate district model rooms as "capacity generating" and "non-capacity generating" based on district scheduling practices and coordinating with information entered in Section 2b. School Models on the LRP Project Website.
List district model rooms in same order as F.E.S. rooms in order to facilitate cross-referencing. Skip row of any F.E.S. room that is not included in district model or is in a different capacity category.
Add additional rows for district model spaces at the end of each category *(instructional space, specialized instruction space, etc.)* as needed.

	F.E.S. Grades 6-8	
Room Name	Students/ Rm.	Sq. Ft./ Rm.
CAPACITY GENERATING SPACES: *(Incl. related support spaces)*		
Instructional Space:		
General Clrm. (Grades 6-8)	23	800
Science Lab	23	1,200
Self-Contained Sp. Ed. Clrm.	12	600
NON-CAPACITY GENERATING SPACES (Incl. related support spaces):		
Specialized Instruction Space:		
Cafetorium	350	5,600
Stage		1,000
Full-Service Kitchen		1,500
Vocal Music Room		1,200
Art Room		1,200
CAD Clrm.		1,200
Technology Lab		1,200
Gymnasium		7,200
Gymnasium Locker Room		(2) 1,000
Gymnasium Office		(2) 150
Gymnasium Storage Room		(2) 200
Media Center	100	6,000
Media Center Storage Room		250
Small Group Instruction Room		(5) 400
Administrative Space:		
Nurse		400
Reception / Main Office		800
Principal's Office		200

	DISTRICT MODEL Grades				
Room Name	No. of Rms.	Students/ Rm.	Total Capacity	SF/ Rm.	Total NSF
CAPACITY GENERATING SPACES PER DISTRICT PRACTICES: *(Incl. related support spaces)*					
Instructional / Specialized Instructional Space:					
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
			0		0
NON-CAPACITY GENERATING SPACES (Incl. related support spaces):					
Instructional / Specialized Instructional Space:					
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
Administrative Space:					
					0
					0
					0

Room Name	F.E.S. Grades 6-8 Students/ Rm.	Sq. Ft./ Rm.
Asst. Principal's Office		150
Conference Room		300
Teacher Workroom		520
Guidance / Counseling Reception		100
Guidance / Counseling Office		(2) 125
Dropout Prevention Counselor		125
Community Service Coordinator		125
Security Office		100
Technology Coordinator Office		125
TOTALS		
Capacity:		
Maximum Capacity	750	
Functional Capacity (90% util. rate)	675	
Square Feet:		
Total Net Sq. Ft.		64,753
Grossing Factor		1.40
Total Gross Sq. Ft.		**90,654**
Gross Sq. Ft./Student Allowance		**134.00**

Room Name	DISTRICT MODEL Grades No. of Rms.	Students/ Rm.	Total Capacity	SF/ Rm.	Total NSF
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
					0
TOTALS					
Capacity based on district scheduling and class size practices:					
Maximum Capacity			0		
Utilization Rate *(select from below)*					
90% if self-contained or dedicated teacher clrms. (FES method)					
85% if teachers share clrms.					
Functional Capacity			**0**		
Capacity based on F.E.S. methodology and class size practices:					
Total No. of General Clrms.		23	0		
Total No. of Science Rms.		23	0		
Total No. of Self-contained SE Rms.		12	0		
Functional Capacity			**0**		
Square Feet:					
Total Net Sq. Ft.					**0**
Grossing Factor					1.40
Total Gross Sq. Ft.					**0**
Gross Sq. Ft./Student (based on FES capacity methodology)					**#DIV/0!**

NOTE:
Facilities Efficiency Standards (F.E.S.) are provided to show capacity calculation methodology and included space types for a given school capacity. District model spaces that exceed the F.E.S. may fall within the gross sq. ft./student allowance depending upon the school capacity.

APPENDIX E

Triangle Development*

Number of units: 19 Senior
+ 57 Affordable
76 Total Units

Unit Sizes: 1, 2, and 3 bedroom

Number of each size: 10 - 1 BR
35 - 2 BR
12 - 3 BR

Number of Children allowed: 1 BR - no children

2 BR - 1 or 2 children

3 BR - maximum of 3 children

Possible # of children
From development:

2 BR w/1 child = 1 child x 35 units = 35 min

+ 3 BR w/1 child = 1 child x 12 units = 12 min

Possible # of children 47

2 BR w/2 children = 2 children x 35 units = 70 max

+ 3 BR w/3 children = 3 children x 12 units = 36 max

Possible Maximum # of children 106

* This is the latest information as of March 26, 2001 from the Bergen County Housing Authority

Memorandum to: Members of the Board of Education

From: David Goldblatt

Date: May 25, 2001

Re: Saddle River Affordable Housing (Triangle Development)

Today I spoke to Mr. D'Ambrosia's assistant, Stephanie, of the Housing Authority of Bergen County. She informed me that the lottery has been completed for **fifty (50)** of the **fifty-seven** (57) affordable condo units. In addition, she broke down the possible number of children (subject to their families receiving valid mortgages) by age. Below please find a chart that summarizes this information.

The Housing Authority will be holding an orientation meeting next Saturday, June 2, 2001, at the Ramada Inn in Mahwah. They have allowed me to draw up a flyer asking the parents for information concerning their children's present school status. I will produce this survey next week and the Housing Authority will distribute and collect the flyers at their Saturday meeting.

Triangle Development

Students By Age

K 1 2 3 4 5 6 7 8 9 10 11 12

Age	0-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
# of Students	3	1	1	6	1	0	3	1	2	3	0	3	0	2	0	3	1	2	0	32

DEG:mhc

Housing Authority of Bergen County

JACK R. D'AMBROSIO, JR., ESQ.
Executive Director

(201) 569-7454
FAX: (201) 569-8074
TDD: (201) 569-8539

M E M O R A N D U M

TO: David Goldblatt, Superintendent of Schools, Saddle River

FROM: Stephanie Sutera, Marketing/Eligibility Supervisor

DATE: June 5, 2001

RE: Saddle River Estates

As per your recent request, below please find the date of birth for the children who may be potential new students in your school system next year.

Age	Date of Birth
6	10-12-95
6	1-19-95
6	9-11-95
7	4-23-94
8	9-21-93
8	11-11-93
9	7-23-92
9	9-21-92
9	7-21-92
11	3-17-90
11	5-10-90
11	6-24-90
12	10-11-89
13	8-16-88
15	10-28-86
15	4-18-86
15	1-18-86
16	1-24-85
17	8-20-83
17	7-15-83

If I can be of further assistance or should you require additional information, please do not hesitate to contact me at (201) 569-7454, ext. 115.

CC: Jack R. D'Ambrosio, Jr., Executive Director

APPENDIX F

DESIGN CRITERIA

AND

PRELIMINARY COST ANALYSIS

SADDLE RIVER SCHOOL DISTRICT
WANDELL ELEMENTARY SCHOOL
RENOVATION INITIATIVE

PREPARED BY

EI ASSOCIATES
ARCHITECTS AND ENGINEERS, pa
115 EVERGREEN PLACE
EAST ORANGE, NJ 07018
973-672-5100

18 FEBRUARY 2000

EE5056.00

WANDELL ELEMENTARY SCHOOL
RENOVATION INITIATIVE

Design Criteria

1. (LINE NO 2)

   Demolition: Remove existing boilers and piping systems, exterior doors, frames, bathroom lighting, window frames and glass, slate roof and membrane roof.

2. (LINE 2, 4, 5 & 6)

   Roof Repairs and Replacement:

   Flat roof areas – Ponding was observed on the flat roof areas. Remove entire roof area, with the exception of the new wing, to the existing structure and install a new built-up roofing system with positive drainage. New tapered insulation is recommended. Drain capacities may be marginal and new drains may need to be installed.

   Roof leaks have occurred over the corridor outside the all-purpose room stage. Above this area where the low roof meets the wall of the stage, the weep holes in the masonry have been filled during a previous repair project. As a result, water that enters the cavity wall cannot escape and infiltrates the building. Remove approximately 4 vertical courses of brick and reinstall with proper flashing and weep holes.

   Slate roof area – Roof leaks have occurred in the kindergarten room where the bay window meets the front wall of the building and in the girls' toilet room next to the kindergarten room. These leaks are likely the result of failing roof flashing in the slate roof above. Replace all flashing at eaves and valleys. Some slate were noted as damaged and broken. Asphalt shingle replacement in slate roof area is an option. Wood deck repairs are recommended where determination is found. Gutters and leaders should be replaced.

   Alternative options include repairing the existing slate roof and replacing aluminum gutters and leaders with copper gutters and leaders.

3. (LINE NO. 2, 7 & 8)

   Exterior doors and windows – Remove exterior doors, frames and hardware and replace with new. Remove window frames and glass and replace with new.

4. (LINE NO. 2, 10, 11, 13, 14, 15 & 18)

Renovate bathrooms – Replace existing ceilings with new ceiling grid, tile and light fixtures. Replace toilet partitions and accessories. Add new electric hand dryers. Replace damaged tile and clean tile to remain (walls and floors).

Replace (4) corridor drinking fountains. Install protective guard rails.

5. (LINE NO. 02 AND 17)

Both boilers are in a deteriorated state. Replace two gas-fired steam boilers.

6. (LINE NO. 15)

Remove existing steam to hot water converters from the heating system and connect to separate indirect gas fired domestic hot water heater. This will eliminate operating the building heating boilers for domestic hot water use.

7. (LINE NO. 16)

Connect original building steam distribution system to hot water reusing existing pipelines converted to hot water use. This will place both buildings on one common hot water system, reducing maintenance and make central control a feasible option.

8. (LINE NO. 17)

Existing obsolete Herman-Nelson Perimeter univents (16) are in poor or not working condition. Univents are controlled by obsolete Powers Co. pneumatic room thermostats (not adjustable by the teachers). Replace univents with units to provide heating, ventilation and air conditioning.

9. (LINE NO.17)

Boys' and girls' locker rooms – Present code ventilation is non-compliant. Exhaust ventilation and makeup air is poor or not working at all. Upgrade locker room ventilation.

10. (LINE NO. 17)

One corridor ceiling mounted heating unit is disassembled and in disrepair condition. Refurbish or replacement is recommended.

11. (LINE NO. 17)

Gymnasium – Two existing ceiling suspended H&V units require refurbishing and coil cleaning.

12. (LINE NO. 17)

Auditorium – Replace the four (4) obsolete univents for heating and ventilation. Upgrade to full air conditioning by means of a new rooftop AC unit.

13. (LINE NO. 17)

Replace obsolete pneumatic space controls.

14. (LINE NO. 17)

Full air conditioning to all classrooms and library by replacement of univents with units to provide heating, ventilation and air conditioning. Full air conditioning to multi-purpose room and administrative offices by means of rooftop units.

15. (LINE NO. 2 & 18)

Classrooms and toilet rooms' lighting is sub-standard and needs to be upgraded to acceptable lighting levels.

EIA

SUMMARY OF ESTIMATE

ESTIMATE TYPE :	LEVEL ONE
CONDITION :	ORDER OF MAGNITUDE
PROJECT NAME :	WANDELL ELEMENTARY SCHOOL
TITLE :	RENOVATION INITIATIVE
LOCATION :	SADDLE RIVER, NEW JERSEY
CLIENT :	SADDLE RIVER SCHOOL DISTRICT
ENGINEER :	EI ASSOCIATES, Architects & Engineers, P.C.
PROJECT NO.:	EE5056.00
DUE DATE :	FEBRUARY 15 2000

LINE NO.	SPEC. SECT.	ITEM DESCRIPTION	ITEM COST
01	012000	GENERAL CONDITIONS	$79,845.00
02	020500	SELECTIVE DEMOLITION	$156,100.00
03	055000	STRUCTURAL FRAMING	$20,000.00
04	073100	SLATE ROOF REPLACEMENT	$75,000.00
05	077100	BUILT-UP ROOF REPLACEMENT	$306,300.00
06	078100	ALUMINUM GUTTERS AND LEADERS	$9,500.00
07	082100	EXTERIOR DOORS, FRAMES & HARDWARE	$36,000.00
08	085000	GLASS AND GLAZING	$176,400.00
09	093000	CLEAN & REPAIR DAMAGE TILE	$6,500.00
10	095100	BATHROOM ACOUSTICAL CEILINGS	$7,300.00
11	095200	PLASTER REPAIR	$6,600.00
12	099600	PAINTING	$6,000.00
13	101000	TOILET COMPARTMENTS	$12,400.00
14	108000	TOILET ROOM ACCESSORIES	$12,700.00
15	150000	PLUMBING	$17,800.00
16	155000	DOMESTIC HOT WATER SYSTEM	$58,000.00
17	155000	? HVAC Heating, Ventilation + AC	$558,000.00
18	160000	LIGHTING AND POWER	$28,500.00
19	160000	INTERNET SERVICE	$103,800.00
		SUB-TOTAL	$1,572,945.00
		GENERAL CONTRACTORS OVERHEAD	$125,800.00
		SUB-TOTAL	$1,698,745.00
		GENERAL CONTRACTORS PROFIT	$169,900.00
		CONSTRUCTION COST	$1,868,645.00
		CONTINGENCY 10%	$186,900.00
		CONSTRUCTION COST	$2,055,545.00
		SOFT COST 20%	$411,100.00
		CONSTRUCTION COST	$2,466,645.00

ALTERNATES

REPAIR EXISTING SLATE ROOF	LINE 4	DEDUCT	($25,000.00)
COPPER GUTTERS & LEADERS	LINE 5	ADD	$15,000.00

GENERAL NOTES AND EXCLUSIONS

WORK WILL BE PERFORM DURING NORMAL WORK HOURS.

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: GENERAL CONDITIONS
SPEC. SECT.: 012000

PROJECT:	WANDELL ELEMENTARY SCHOOL
TITLE:	RENOVATION INITIATIVE
LOCATION:	SADDLE RIVER, NEW JERSEY
CLIENT:	SADDLE RIVER SCHOOL DISTRICT
ARCHITECT:	EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:	

ESTIMATE NO.:	EE5056.00
LINE NO.:	01
DATE:	FEBRUARY 15 2000
SUMMARY BY:	D.P.HASS
PRICES BY:	D.P.HASS
CHECKED BY:	F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
ERAL CONTRATORS										
GENERAL CONDITION FEE 5%	1	LS							$79,845.00	$79,845.00
TOTAL				$0.00		$0.00		$0.00		$79,845.00
VORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
ABOR RATE TAX FACTOR		@	13.85%							INCLUDED
IEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
TOTAL										$79,845.00
									TOTAL	$79,845.00
									SAY	$79,800.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: SELECTIVE DEMOLITION
SPEC. SECT.: 020500

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 02
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
ECTIVE DEMOLITION										
DEMO SLATE ROOF	9000	SF							$1.00	$9,000.00
DEMO EXISI'G MEMBRANE ROOF SYS.	25000	SF							$2.50	$62,500.00
REMOVE EXISTING BOILER SYSTEM	1	LS							$55,000.00	$55,000.00
REMOVE EXISTING FRAME, HARDWARE AND DOOR	6	MD							$650.00	$3,900.00
DEMO EXISTG WINDOW FRAMES & GLASS	4200	SF							$5.00	$21,000.00
DEMO BATHROOM CEILING TILES & GRID	3	MD							$450.00	$1,350.00
REMOVE BATHROOM LIGHT FIXTURES	30	EA							$50.00	$1,500.00
DEMO. EXISTING TOILET PARTITIONS AND ACCESSORIES	4	MD							$450.00	$1,800.00
TOTAL				$0.00		$0.00		$0.00		$156,050.00
VORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
LABOR RATE TAX FACTOR		@	13.85%							INCLUDED
NEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
TOTAL										$156,050.00
									TOTAL	$156,050.00
									SAY	**$156,100.00**

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: SELECTIVE DEMOLITION
SPEC. SECT.: 020500

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 02
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
CTRAL FRAMING ALLOWANCE										
EINFORCE THE EXISTING ROOF JOISTS D SUPPORT FUTURE ROOF TOP NITS	1	LS							$20,000.00	$20,000.00
OTAL				$0.00		$0.00		$0.00		$20,000.00
ORKERS'COMPENSATION FACTOR	@	10.00%								INCLUDED
BOR RATE TAX FACTOR	@	13.85%								INCLUDED
EW JERSEY STATE SALES TAX	@	6.00%								EXEMPT
OTAL										$20,000.00
									TOTAL	$20,000.00
									SAY	**$20,000.00**

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: SLATE ROOF REPLACEMENT
SPEC. SECT.: 073100

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 04
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
REPLACE EXISTING SLATE ROOF										
A. NEW SHINGLE ROOF SYSTEM	1	LS							$75,000.00	$75,000.00
SUB-TOTAL				$0.00		$0.00		$0.00		$75,000.00
A. WORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
B. LABOR RATE TAX FACTOR		@	13.85%							INCLUDED
C. NEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
SUB-TOTAL										$75,000.00
									TOTAL	$75,000.00
									SAY	**$75,000.00**

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: BUILT-UP ROOF REPLACEMENT
SPEC. SECT.: 077100

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 05
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
ACE BUILT-UP ROOF										
EW 3 - PLY ROOF SYSTEM WITH APERED ROOF INSULATION	25000	SF							$12.25	$306,250.00
TOTAL				$0.00		$0.00		$0.00		$306,250.00
ORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
ABOR RATE TAX FACTOR		@	13.85%							INCLUDED
EW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
TOTAL										$306,250.00
									TOTAL	$306,250.00
									SAY	$306,300.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: ALUMINUM GUTTERS AND LEADERS
SPEC. SECT.: 078100

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 06
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here)ESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
ACE GUTTERS AND LEADERS										
.UMINIUM GUTTERS AND LEADERS	1	LS							$9,500.00	$9,500.00
OTAL				$0.00		$0.00		$0.00		$9,500.00
)RKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
BOR RATE TAX FACTOR		@	13.85%							INCLUDED
W JERSEY STATE SALES TAX		@	6.00%							EXEMPT
OTAL										$9,500.00
									TOTAL	$9,500.00
									SAY	**$9,500.00**

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: EXTERIOR DOORS, FRAMES & HARDWARE
SPEC. SECT.: 082100

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 07
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
LOW METAL FRAMES & DOORS										
EXTERIOR DOUBLE DOORS, FRAME & HARDWARE	4	EA.							$5,500.00	$22,000.00
EXTERIOR SINGLE DOOR, FRAME & HARDWARE	4	EA.							$3,500.00	$14,000.00
-TOTAL				$0.00		$0.00		$0.00		$36,000.00
WORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
LABOR RATE TAX FACTOR		@	13.85%							INCLUDED
NEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
-TOTAL										$36,000.00
									TOTAL	$36,000.00
									SAY	**$36,000.00**

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: GLASS AND GLAZING
SPEC. SECT.: 085000

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 08
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
/ EXTERIOR WINDOWS										
REPLACE ALL WINDOW FRAMES, GLAZING CAULKING EXCEPT AT THE RECENT BUILDING ADDITION	4200	SF							$42.00	$176,400.00
TOTAL				$0.00		$0.00		$0.00		$176,400.00
VORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
ABOR RATE TAX FACTOR		@	13.85%							INCLUDED
IEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
TOTAL										$176,400.00
									TOTAL	$176,400.00
									SAY	**$176,400.00**

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: CLEAN & REPAIR DAMAGE TILE
SPEC. SECT.: 093000

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 09
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
E REPAIR AND CLEANING ALLOWANCE										
PATCH EXISTING TILES THAT ARE DAMAGED AND STEAM CLEAN EXISTING	1	LS							$6,500.00	$6,500.00
-TOTAL				$0.00		$0.00		$0.00		$6,500.00
VORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
LABOR RATE TAX FACTOR		@	13.85%							INCLUDED
NEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
-TOTAL										$6,500.00
									TOTAL	$6,500.00
									SAY	**$6,500.00**

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: BATHROOM ACOUSTICAL CEILINGS
SPEC. SECT.: 095100

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 10
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
USTICAL CEILING SYSTEM @ BATHROOMS /INERAL FIBER TILE, LAY - IN 2x4 i/8" THICK, FINE TEXTURE ' BAR SUSPENSION SYSTEMS 2' x 4' GRID	2112	S.F.							$2.50	$5,280.00
)WANCE FOR REPAIR :EPAIR TILES DAMAGE DURING IVAC CONSTRUCTION	1	LS							$2,000.00	$2,000.00
TOTAL				$0.00		$0.00		$0.00		$7,280.00
/ORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
ABOR RATE TAX FACTOR		@	13.85%							INCLUDED
EW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
TOTAL										$7,280.00
									TOTAL	$7,280.00
									SAY	$7,300.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: PLASTER REPAIR
SPEC. SECT.: 095100

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 11
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
STER REPAIR WORK										
PATCH WORK AROUND DOORS FRAMES AND WINDOWS	10	MD	100.00	$1,000.00	450.00	$4,500.00				$5,500.00
TOTAL				$1,000.00		$4,500.00		$0.00		$5,500.00
/ORKERS'COMPENSATION FACTOR		@	10.00%							$450.00
ABOR RATE TAX FACTOR		@	13.85%							$623.25
EW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
TOTAL										$6,573.25
									TOTAL	$6,573.25
									SAY	$6,600.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: PAINTING
SPEC. SECT.: 099600

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 12
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
PAINTING ALLOWANCE										
A. ALLOW. TO PAINT DOORS, FRAMES	1	LS							$6,000.00	$6,000.00
B. WALLS OF THE CONSTRUCTION WORK AREAS ONLY										
SUB-TOTAL				0.00		0.00		0.00		$6,000.00
A. WORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
B. LABOR RATE TAX FACTOR		@	13.85%							INCLUDED
C. NEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
SUB-TOTAL										$6,000.00
									TOTAL	$6,000.00
									SAY	$6,000.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: TOILET COMPARTMENTS
SPEC. SECT.: 101000

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 13
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
OILET COMPARTMENTS										
CEILING HUNG TOILET STALLS	13	EA							$950.00	$12,350.00
SUB-TOTAL				0.00		0.00		0.00		$12,350.00
WORKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
LABOR RATE TAX FACTOR		@	13.85%							INCLUDED
NEW JERSEY STATE SALES TAX		@	6.00%							EXEMPT
SUB-TOTAL										$12,350.00
									TOTAL	$12,350.00
									SAY	12,400.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: TOILET ROOM ACCESSORIES
SPEC. SECT.: 108000

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 14
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here ESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
T ACCESSORIES										
LET TISSUE HOLDERS	15	EA.	$22.00	$330.00	$7.95	$119.25				$449.25
NITARY NAPKIN DISPOSALS	4	EA.	$62.50	$250.00	$19.05	$76.20				$326.20
PER TOWEL DISPENSER	8	EA.	$174.00	$1,392.00	$38.10	$304.80				$1,696.80
AP DISPENSER	15	EA.	25.00	$375.00	9.50	$142.50				$517.50
GRAB BAR	4	EA.	17.50	$70.00	9.50	$38.00				$108.00
GRAD BAR	4	EA.	12.50	$50.00	9.50	$38.00				$88.00
' x 3'-0 MIRRORS	15	EA.	65.00	$975.00	35.00	$525.00				$1,500.00
CTRIC HAND DRYERS	12	EA.	485.00	$5,820.00	125.00	$1,500.00				$7,320.00
TAL				9,262.00		2,743.75		0.00		$12,005.75
RKERS'COMPENSATION FACTOR	@	10.00%								$274.38
OR RATE TAX FACTOR	@	13.85%								$380.01
/ JERSEY STATE SALES TAX	@	6.00%								EXEMPT
TAL										$12,660.13
									TOTAL	$12,660.13
									SAY	$12,700.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: PLUMBING
SPEC. SECT.: 150000

PROJECT:	WANDELL ELEMENTARY SCHOOL	ESTIMATE NO.:	EE5056.00
TITLE:	RENOVATION INITIATIVE	LINE NO.:	15
LOCATION:	SADDLE RIVER, NEW JERSEY	DATE:	FEBRUARY 15 2000
CLIENT:	SADDLE RIVER SCHOOL DISTRICT	SUMMARY BY:	D.P.HASS
ARCHITECT:	EI ASSOCIATES, Architects & Engineers, P.C.	PRICES BY:	D.P.HASS
ENGINEER:		CHECKED BY:	F.G.BICKEL

Click here ESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
R DRINKING FOUNTAINS										
PLACE DRINKING FOUNTAINS AINLESS STEEL UNITS	4	EA							$1,500.00	$6,000.00
IARD RAILS STAINLESS STEEL	4	EA							$450.00	$1,800.00
R CLOSETS ALLOWANCE										
PLACE 4 EXISTING FIXTURES	4	EA							$2,500.00	$10,000.00
OTAL				0.00		0.00		0.00		$17,800.00
IRKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
3OR RATE TAX FACTOR		@	13.85%							INCLUDED
W JERSEY STATE SALES TAX		@	6.00%							EXEMPT
OTAL										$17,800.00
									TOTAL	$17,800.00
									SAY	$ 00.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: DOMESTIC HOT WATER SYSTEM
SPEC. SECT.: 155000

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER:

ESTIMATE NO.: EE5056.00
LINE NO.: 16
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here ESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
STIC HOT WATER										
W GAS FIRE HOT WATER STEM	1	LS							$30,000.00	$30,000.00
NVERT EXISTING STEAM PIPING R HOT WATER USE	1	LS							$28,000.00	$28,000.00
TAL				0.00		0.00		0.00		$58,000.00
RKERS'COMPENSATION FACTOR	@	10.00%								INCLUDED
OR RATE TAX FACTOR	@	13.85%								INCLUDED
N JERSEY STATE SALES TAX	@	6.00%								EXEMPT
TAL										$58,000.00
									TOTAL	$58,000.00
									SAY	$58,000.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: HVAC
SPEC. SECT.: 155000

PROJECT:	WANDELL ELEMENTARY SCHOOL	ESTIMATE NO.:	EE5056.00
TITLE:	RENOVATION INITIATIVE	LINE NO.:	17
LOCATION:	SADDLE RIVER, NEW JERSEY	DATE:	FEBRUARY 15 2000
CLIENT:	SADDLE RIVER SCHOOL DISTRICT	SUMMARY BY:	D.P.HASS
ARCHITECT:	EI ASSOCIATES, Architects & Engineers, P.C.	PRICES BY:	D.P.HASS
ENGINEER:		CHECKED BY:	F.G.BICKEL

Click here ESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
NG VENTILATING AND AIR CONDITION										
W GAS FIRE MODULAR BOILERS, ING , PUMPS & INSULATION	1	LS							$165,000.00	$165,000.00
. CLASS ROOMS, OFFICE SPACE, _TI PURPOSE RM & LIBRARY ALL ROOFTOP UNIT,AND WIRING	1	LS							$175,000.00	$175,000.00
VENTS	16	EA							$5,312.50	$85,000.00
CKER ROOM VENTILATION GRADE	1	LS							$25,000.00	$25,000.00
RRIDOR HEAT UNITS	1	LS							$1,800.00	$1,800.00
DITORIUM NEW UNIVENTS	4	EA							$4,000.00	$16,000.00
NVERT PNEUMATIC CONTROLS DIRECT DIGITAL CONTROLS	1	LS							$85,000.00	$85,000.00
M REFURBISH H & V EQUIPMENT	1	LS							$5,200.00	$5,200.00
OTAL				0.00		0.00		0.00		$558,000.00
RKERS'COMPENSATION FACTOR		@	10.00%							INCLUDED
OR RATE TAX FACTOR		@	13.85%							INCLUDED
V JERSEY STATE SALES TAX		@	6.00%							EXEMPT
OTAL										$558,000.00
									TOTAL	$558,000.00
									SAY	$ 000.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: LIGHTING AND POWER
SPEC. SECT.: 160000

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT:
ENGINEER: EI ASSOCIATES, Architects & Engineers, P.C.

ESTIMATE NO.: EE5056.00
LINE NO.: 18
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
IROOM LIGHTING FIXTURES										
EPLACE LIGHTING FIXTURES /ITH NEW 2' x 2' LAY-INS - 30 FIXTURES	30	UNITS							$450.00	$13,500.00
ER WIRING FOR ELECTRIC DRYERS										
ONDUIT, WIRING AND BREAKER	1	LS							$15,000.00	$15,000.00
TOTAL				0.00		0.00		0.00		$28,500.00
ORKERS'COMPENSATION FACTOR	@	10.00%								INCLUDED
ABOR RATE TAX FACTOR	@	13.85%								INCLUDED
EW JERSEY STATE SALES TAX	@	6.00%								EXEMPT
TOTAL										$28,500.00
									TOTAL	$28,500.00
									SAY	$28,500.00

EIA

CONSTRUCTION DIVISION INC.
ESTIMATE RECAPITULATION

ITEM OF WORK: INTERNET SERVICE
SPEC. SECT.: 160000

PROJECT: WANDELL ELEMENTARY SCHOOL
TITLE: RENOVATION INITIATIVE
LOCATION: SADDLE RIVER, NEW JERSEY
CLIENT: SADDLE RIVER SCHOOL DISTRICT
ARCHITECT: EI ASSOCIATES, Architects & Engineers, P.C.
ENGINEER: EE5056.00

ESTIMATE NO.: EE5056.00
LINE NO.: 19
DATE: FEBRUARY 15 2000
SUMMARY BY: D.P.HASS
PRICES BY: D.P.HASS
CHECKED BY: F.G.BICKEL

Click here DESCRIPTION	QUANTITY	UNIT	MATERIAL UNIT PRICE	TOTAL ESTIMATED MATERIAL COST	LABOR UNIT PRICE	TOTAL ESTIMATED LABOR COST	EQUIPMENT UNIT PRICE	TOTAL ESTIMATED EQUIPMENT COST	SUBCONTRACT UNIT PRICE	TOTAL
RNET SERVICE FREE										
RVICE PROVIDER – CABLE VISION										
NTACT ELAINE ALDER										
LEPHONE No. 201-651-4012										
EE SERVICE TO 25 COMPUTERS										
MPUTER BUDGET FOR 25 COMPUTE	25									
RING AND SET -UP									$4,150.00	$103,750.00
TAL				$0.00		$0.00		$0.00		$103,750.00
RKERS'COMPENSATION FACTOR	@	10.00%								INCLUDED
OR RATE TAX FACTOR	@	13.85%								INCLUDED
/ JERSEY STATE SALES TAX	@	6.00%								EXEMPT
TAL										$103,750.00
									TOTAL	$103,750.00
									SAY	$103,800.00